

Examining an Argument

Lesson Preparation

Daily Lesson 7	WRITING	
	TEKS	Ongoing TEKS
	E1.16B,D,E	E1.13A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience. <p>— Why is it important to write in order to persuade an audience?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Credible argument 	
Materials	<ul style="list-style-type: none"> Writer's Notebook (1 per student) Reader's Notebook (1 per student) Sample argumentative essay (1 per student) Highlighters (2 colors per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 04 Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select a sample persuasive/argumentative essay from newspaper, magazine, or your district-adopted resource. Refer to Teacher Resource: English 1 Unit 04 Reading Appetizer. Prepare accordingly. 	
Background Information		
Teacher Notes		

Instructional Routines

Daily Lesson 7	WRITING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students understand what makes an effective argument and find logical reasons to support their thesis.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Display and distribute sample persuasive/argumentative essay. Read the essay aloud. 3. Have students highlight the author's position on the topic (thesis statement). 4. Students Think, Turn, Talk to discuss the controversy surrounding this topic. 5. Have students use a second color to highlight the logical reasons the author used to support his/her position. They should not have an emotional appeal, but offer a sound argument. 6. Ask: Which logical reason is the strongest? Which is the weakest? Discuss as a class. 7. Ask: How did the author organize the information? Why do you think he/she chose this organizational structure? Discuss responses. Ask: Would the argument be as effective if it were organized differently? Discuss responses. 8. Instruct students to create a table with three columns in their Writer's Notebook with headings "Logical Support," "Rank," "Possible Research."
Learning Applications	<ol style="list-style-type: none"> 1. In their Collaborative Groups, students review the thesis they created in Daily Lesson 6. They then generate a list of logical reasons to support the thesis statement. Students list these in the first column, "Logical Support." 2. Using the second column, "Rank," groups consider what makes one argument stronger than another and rank their logical reasons accordingly. 3. As a group, students brainstorm ways they can validate their list of logical reasons using specific data, research-proven facts, statistics, ideas, charts, or media examples in order to persuade their audience.
Closure	<ol style="list-style-type: none"> 1. Ask: Why is it important to have a variety of arguments to support your thesis? Discuss responses.